

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **11X483**

School Name: **11X483**

Principal: **MARIA CIOFFI**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 483 The Matilda Avenue School School Number (DBN): 11X483
Grades Served: Kindergarten
School Address: 4520 Matilda Avenue Bronx, New York 10470
Phone Number: 718-325-4360 Fax: 718-325-4365
School Contact Person: Maria Cioffi Email Address: mcioffi@schools.nyc.gov
Principal: Maria Cioffi
UFT Chapter Leader: Jennifer McNickle
Parents' Association President: Miriam Borgella
SLT Chairperson: Maria Cioffi
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Alana Thorton
Student Representative(s):

District Information

District: 11 Superintendent: Meisha Ross Porter
Superintendent's Office Address: 1250 Arnow Avenue Bronx, New York 10469
Superintendent's Email Address: MRoss@schools.nyc.gov
Phone Number: 718-519-2620 Fax: 718-519-2626

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue Bronx, New York 10462
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-3113

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maria Cioffi	*Principal or Designee	
Jennifer McNickle	*UFT Chapter Leader or Designee	
Miriam Borgella	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Alana Thorton	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jessica Dean	Member/ Staff	
Alexandria Fittipaldi	Member/ Staff	
Donna Maldonado	Member/ Staff	
Betsy Bennett	Member/ Parent	
Donett Beckford-Reynolds	Member/ Parent	
Kim Smith	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 483 The Matilda Avenue School is a small, new elementary school opening in the Wakefield section of the Bronx, in September 2015 with two Kindergarten classes. We will be adding a grade level each year until fully grown, K-5, with approximately 250 students. The Matilda Avenue school was founded on the belief that all students can learn when we make learning challenging, engaging, and fun. We know that collaboration is the key to success and that partnerships increase student achievement. We believe that shared decision making leads to shared responsibility and that everyone should feel welcomed, respected, and valued. In collaboration with a team consisting of community members, CEC members, the superintendent's office, teachers and parents, the proposal for The Matilda Avenue School was created. Our blueprints are modeled around the Framework for Great Schools and include the systems and structures that will support rigorous instruction, collaborative teachers, a supportive environment, effective leadership, strong community and family ties, and trust.

Our Mission at P.S. 483 The Matilda Avenue School is to create a community of life-long learners who are prepared to meet the challenges of the 21st Century. Through rigorous and engaging standards based curriculum our students will develop the creative and critical thinking skills necessary to solve real world problems. Thoughtful, collaborative decision-making will support a positive educational environment. Our students will all learn best when they can take educational risks and exhibit pride and independence in themselves and others. We want our students to make productive contributions to society.

School wide learning will focus on the skills students need to be college and career ready. Students will investigate real world problems and find creative ways to solve them using research skills and technology. They will develop strong foundational skills and expand upon them each year. They will explore various points of view and support their opinions with evidence during discussions. They will analyze complex topics and learn new vocabulary through challenging fiction and non-fiction texts. They will show respect for themselves and others, appreciate differences, and celebrate individual and collective accomplishments.

As a new school, our focus for year one is to create a positive school culture that is welcoming and safe. We will build trust among all stakeholders by identifying a common language in which we will communicate how our mission and core values will support our collective goal of student achievement. Our intimate environment will give everyone the unique opportunity to get to know one another on a personal level and to truly cater to the individual needs of all of our students and their families. We will collaborate with staff, students, families, the community, and outside organizations to identify how we can work together to provide the resources needed to support student achievement. All stakeholders will engage in cycles of goal setting, assessing, and revising. We will use feedback and reflection as a tool for growth. Our focus will also include supporting our staff in providing engaging and rigorous instruction that will equip our students with the skills needed to be successful. Throughout the year we will monitor our progress toward meeting our goals

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

During our pre-registration events, staff had the opportunity to meet with future students and to informally assess basic math and literacy readiness skills such as letter and number identification. Students were asked to draw a picture and to write his/her first and last name. This information was used to help us identify readiness needs. In alignment with our school wide learning targets, we want our students to develop strong foundational skills. Our priority is for all students to show growth based on their individual needs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will implement CCLS curriculum providing a rigorous learning environment for all students as measured by 90% of the students moving up 3 or more levels in F/P Benchmark Assessments and a 5% increase on the end of year Go Math! Assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Purchased Core Curriculum as a resource for staff- GoMath!, Readygen, and Foundations • Purchased Guided Reading Books, Writing Crates, F/P Benchmark Assessments, Brain Pop Jr., A-Z Readers for supplemental support • Teachers will use online technology – Think Central, Brain Pop, Teachability 	All K Students	September 2015 to June 2016	Teachers, AIS Support, Administration
<ul style="list-style-type: none"> • Students will be given benchmark assessments in Reading, Writing, and Math. We will analyze data to monitor growth and determine next steps 	All K students	October, January, March & June	Teachers, AIS Support, Administration
<ul style="list-style-type: none"> • Teachers will receive professional development on the implementation of common core standards, pedagogy, and the Danielson framework for teaching • Daily Common Planning will provide an opportunity for teachers to collaborate to share best practices, plan instruction, and analyze student data to identify patterns, trends, and next steps. • Teachers will have weekly individual conferences with Administration to review data, plan instruction, and receive observation feedback and next steps for continued growth. 	All Staff	Summer 2015 and on-going through June 2016	Administration
<ul style="list-style-type: none"> • F Status Literacy Teacher will push in to work with students identified Pre-A and A level two-three times a week to provide small group and individual support. Focus 	Students identified as needing Tier II and Tier III support based on Mid-Year F/P Benchmark Assessment	October 2015- June 2016	Teachers, AIS Support, Administration, RTI Team

<p>on reading skills for decoding and comprehension.</p> <ul style="list-style-type: none"> • Learning A to Z online computer program was purchased with at home access so that all students will have access to leveled text. • Tier II intervention Support Teacher will meet daily with small group for double dose of Foundations Phonics Program for additional word study support. 			
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Human Resources- Classroom Teachers, Support Teacher, RTI Team • Instructional Resources- Core Curriculum, Supplemental Materials- Guided Reading Books, F/P Benchmark Assessments, Write Crates, Technology Support- A-Z Readers, Brain Pop Jr. • Schedule Adjustments- Daily Common Planning, Weekly Individual Conferences with Administration, Additional Support Staff schedule created to have time to work with small groups during literacy block, school-wide literacy block time. 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In addition to tracking and analyzing monthly benchmark data in ELA and Math, Mid-Year Assessments will be administered in both ELA and Math in Jan/Feb and a comparison will be conducted between Beginning of the Year Assessments and Mid-Year Assessments to determine growth and next steps. 90% or more of our students should score Level B or higher on F/P Mid-Year Assessments and 90% or more students should see a 5% increase on their Go Math Mid-Year assessment from their Beginning of the Year Assessment for us to be considered on track for meeting our June Goal.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The staff of P.S. 483 The Matilda Avenue School has joined our team with various experiences in Education. We have tenured, seasoned teachers, as well as, teachers just beginning their careers. Through our initial interviews, informal discussions, and our summer professional development, Administration has begun to identify strength areas and areas for continued development for each teacher. Goal setting during Initial Planning Conferences will focus on targeting two goals around the Danielson Framework and one goal related to our school wide learning targets. Our priority need is to build trust, as we learn more about one another, and to create a supportive environment for staff so that we can collaborate to ensure the most effective instruction is being provided to maximize student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of teachers will have successfully incorporated best practices and strategies shared in professional development workshops and observation feedback sessions resulting in an effective or highly effective overall MOTP rating as measured by the Danielson Framework for Teaching.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Summer Professional Development will be provided on the Danielson Framework for teaching and how it connects to our school wide learning targets and mission and vision of our school. • School wide observation data and student data will inform future Professional Development on the Danielson Framework and best practices • Best Practices will be highlighted weekly in our online “Matilda Matters” teacher newsletter 	All Staff	Summer 2015 Ongoing Through June 2016	Teachers, Support Staff, Administration
<ul style="list-style-type: none"> • During our Initial Planning Conference, teachers will identify two goals around the Danielson Framework and one goal related to our school –wide learning targets. Teachers will collaborate with administration on an action plan to achieve their goals as well as a plan for monitoring their progress. 	All Staff	September 2015	Administration
<ul style="list-style-type: none"> • Observation feedback will include feedback related to teacher’s individual goals and include actionable next steps related to student achievement. • Teachers will be encouraged to conduct inter-visitations and offer peer support 	All Staff	On-going September 2015 through June 2016	Administration, Support Staff, Teachers
<ul style="list-style-type: none"> • Individual Weekly Conferences with Administration will provide an opportunity for differentiated professional development, data analysis and lesson planning. 	All Staff	On-going September 2015 through June 2016	Administration

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Human Resources- District Talent Coaches to support Administration and Teachers in the implementation of Advance.

• **Instructional Resources-** Professional Literature to support continued learning and growth including, Advancing Differentiation, Data Wise , etc... Marshall Memo online publication subscription, IDEAS online subscription, Per-session and per-diem to attend

• **Schedule Adjustments-** Common Planning Daily and Weekly individual meetings with Administration

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Observation data will be analyzed in November, January, and March to determine if there has been an increase in the number of teachers being rated effective or highly effective in all components and to evaluate the consistency of the ratings to determine effectiveness in relationship to student data results. We will use this information to determine if our professional development has had an impact on teacher practice and to determine future professional development.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Through interviews, surveys, and discussions with families and community members, we were able to identify what they were looking for and what they needed in a community school. As we are building trust with all stakeholders, it is critical that we are in constant communication and that our stakeholders have opportunities to give feedback on existing systems and structures, as well as, have input in decision making that is in alignment with our mission and core values and that supports our goals of student achievement for all. Our priority need is to ensure that there is open communication with parents and that they are informed and aware of what their child is learning and how their child is progressing toward mastery both academically and socially. It is also critical that all stakeholders have an opportunity to give feedback and share in decision making responsibilities.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will ensure open communication and feedback from families as evidenced by 85% of families who complete the Learning Environment Survey will indicate that they agree or strongly agree with the following two statements:

School Staff encourage feedback from parents/guardians and the community.

Teachers communicate regularly with parents/guardians.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Parents will receive a weekly newsletter electronically that will highlight the past weeks' accomplishments, as well as, the upcoming weeks' events. • Teachers will send home a monthly newsletter highlighting upcoming events and units of study for ELA, Math, Science, and Social Studies 	All Families	On-Going, September through June	Administration, Secretary, Teachers, Technology Coordinator
<ul style="list-style-type: none"> • Monthly "Coffee Friday" meetings are scheduled to provide parents with an opportunity to have open discussions with Administration and School Staff • Open Door Policy 	All Families	September 2015-June 2016	Administration, School Staff
<ul style="list-style-type: none"> • "Talk to Me Tuesday" weekly homework focused on discussions. Parents and students will receive weekly discussion prompts related to current units of study to promote discussion of student learning. • Family Engagement Time on Tuesdays 	All Families All Families	September 2015-June 2016 Tuesdays from 2:20- 3:00 weekly	Administration, School Staff, Parents Staff, Parents
<ul style="list-style-type: none"> • Satisfaction Surveys that include questions specific to communication and feedback 	All Families	November, January, March, & June	Administration, Staff, Action Team, PTA, Parents

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Human Resources- District Support to work with families. Learning Leaders parent involvement workshops and training. • Instructional Resources- Professional Literature to support continued learning and growth including, Beyond the Bake Sale, Engagement for All.

- **Schedule Adjustments-** Tuesday afternoon from 2:20-3:00 is set aside for family engagement time.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In addition to monthly feedback opportunities offered during PTA Meetings and at Coffee Friday, parents will complete surveys given in November and January that will specifically ask about communication and feedback. An analysis of these results will help us to focus our efforts and make modifications if existing practices are not effective. Our January Survey results will indicate that 65% or more of our families will agree or strongly agree that the school encourages feedback from parents and that teachers communicate regularly with parents in order to be on target for meeting our June goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	F/P Benchmark Assessments, Foundations Assessments, Writing on Demand, Performance Assessments	Leveled Literacy Intervention, Double Dose Foundations, Waterford Program	Small group, one-on-one	During the school day
Mathematics	Beginning of the Year Go Math! Benchmark Assessment, Chapter Assessments, Performance Tasks	Tier II and Tier III Go Math! Re-teaching activities, think central online games	Small group, one-on-one	During the school day
Science	Formative and Summative Teacher Created Assessments	Differentiated, scaffolded learning supports, repeated readings.	Small group, one-on-one	During the school day
Social Studies	Formative and Summative Teacher Created Assessments	Differentiated, scaffolded learning supports, repeated reading.	Small group, one-on-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	When Tier I in-class interventions are not meeting the needs of the student, the child will be referred by teacher or parent to the RTI Team for Tier II support	Counseling sessions with a targeted focus on a particular skill or strategy that will support the students social-emotional group and development	Small group or one-on-one support	During the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
Schoolwide Program (SWP)	X	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Recruitment for available positions for the 2015-2016 included advertising on the DOE website, Open Market Hiring System, and New Teacher Finder. Of the hundreds of applicants that applied, the 18D Hiring Committee at P.S. 483 thoughtfully selected highly qualified candidates who are certified in the appropriate license areas.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
As a community of life-long learners, the staff of P.S. 483 is committed to continuing to grow and learn to improve our practices and to find the best ways to meet the needs of all of our students. Student achievement is our common goal and the basis for which all decisions are made. Professional Development at P.S. 483 will be focused on team building and establishing trust as we learn about one another and identify individual strengths and needs. We will all engage in cycles of goal setting, feedback, reflection, and revisions as we work together to meet the challenges of educating 21 st century learners. Staff will also engage in cycles of inquiry as a way of developing best practices and using data to drive instruction.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
In alignment with our core values, at P.S. 483 The Matilda Avenue School, we believe that all students can learn when we make learning challenging, engaging, and fun. AIS Support Staff will assist participating children to meet proficiency by working in small groups and/or individually to support areas in need of growth.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
The Matilda Avenue Daily School Schedule was designed to include a literacy and math block of time. Supplemental support staff will be available to push into the classroom during one or more of these blocks of time and work with small groups of students during group time so that they are not missing out on whole class instruction. Teachers and

Support Staff will utilize the Tier II and Tier III interventions built into the Go Math Curriculum and Guided Reading and a double dose of Foundations for ELA support. Common Core aligned Technology will also be utilized.

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 483 The Matilda Avenue School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 483 The Matilda Avenue School, will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

P.S.483 The Matilda Avenue School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting student led parent-teacher conferences each semester during which the individual child's achievement will be demonstrated.
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 483
School Name The Matilda Avenue School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Maria Cioffi	Assistant Principal N/A
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Alexandria Fittipaldi/K	School Counselor N/A
Teacher/Subject Area Jennifer McNickle/AIS	Parent Jose Avel Ramirez
Teacher/Subject Area N/A	Parent Coordinator N/A
Related-Service Provider N/A	Borough Field Support Center Staff Member N/A
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	42	Total number of ELLs	1	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	1	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																				

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1													0
Chinese	0													0
Russian	0													0
Bengali	0													0
Urdu	0													0
Arabic	0													0
Haitian	0													0
French	0													0
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	0													0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1													0
Emerging (Low Intermediate)	0													0
Transitioning (High Intermediate)	0													0
Expanding (Advanced)	0													0
Commanding (Proficient)	0													0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0													0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0			
Integrated Algebra/CC Algebra	0			
Geometry/CC Algebra	0			
Algebra 2/Trigonometry	0			
Math _____	0			
Chemistry	0			
Earth Science	0			
Living Environment	0			
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 All students in Kindergarten will be given The Fountas and Pinnell Benchmark Assessment three times a year. In addition we will be administering performance based assessments at the end of each ELA Unit of Study that will be analyzed to determine writing skills. All lessons will include language objectives that will be assessed and data will be monitored to inform future instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Since we are a new school with only Kindergarten students, no data is available at this time.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Since we are a new school with only Kindergarten students, no data is available at this time.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 Since we are a new school with only Kindergarten students, no data is available at this time.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
 Additional support services will be provided to English Language Learners who score below grade level on the annual English language proficiency assessments. Tier One interventions in ELA and Math will be utilized within the classroom setting and will include both small group instruction and computer based remediation programs. Teachers will follow the protocol for referring students to the RTI team for Tier Two or Tier Three intervention as needed.
- How do you make sure that a student's new language development is considered in instructional decisions?

We will be focusing on language development for all students. Listening, Speaking, Reading, and Writing standards will be taught and assessed in each unit of study. Teachers will provide opportunities for students to develop oral language skills by including opportunities for students to engage in discussions and to ask and answer higher order questions.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Teacher created rubrics aligned to the common core standards for reading, writing, listening, and speaking will be used to assess student progress toward meeting grade level language standards.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

During the registration process parents will be asked to complete the Home Language Identification Survey. An interview will be conducted by the Language Access Coordinator or Principal with the parent and the child in both English and their home language if other than English to determine if it is necessary to administer the NYSITELL. If it is determined that the NYSITELL exam should be administered then the child will be given the exam within ten days of registering. If the child's other language is Spanish, then the Spanish LAB-R will be administered to determine child's skills in their native language. Once the NYSITELL exam is administered we will scan and score the answer key to determine ELL status. Parents will be notified of eligibility and will be informed of the choices of services provided by the Department of Education.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

As we continue to grow and add additional grade levels to our school, during the registration process students with interrupted/inconsistent formal education will be identified based on the results of the questions regarding prior schooling on the Home Language Identification Survey and on the interview conducted by the Principal or Language Access Coordinator. The Literacy Evaluation for Newcomer SIFE (LENS) will be administered.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

During the registration process if it is determined that a student has a home language other than English and also has an IEP then The Language Proficiency Team consisting of The Language Access Coordinator, Classroom Teacher, and Special Education Teacher will meet to review evidence of student's English language development. A recommendation will be made. We will have 20 days to accept or reject the recommendation. If the team does not recommend the student to take the NYSITELL, then the Principal will review and determine if the students should or should not take the NYSITELL. If the Principal determines that the child should not take the NYSITELL, then a recommendation is made to the Superintendent. If the Superintendent recommends that the student take the NYSITELL, then the NYSITELL is administered.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our Language Access Coordinator will work in collaboration with our School Secretary and Administration to ensure that parents receive entitlement or non-entitlement parent notification letters in their home language within five school days after the NYSITELL is scanned and a score is determined.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents will be informed verbally and in writing in their home language of their rights to request a re-identification appeal. This information will be included on the entitlement/ non-entitlement letter that will be sent home within five days of determining ELL status. Parents will be notified that they have the right to appeal within 45 days.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

During our registration process parents are informed of the procedures for determining ELL status. Within ten school calendar days of enrolling, students are administered the NYSETELL exam and ELL status is determined. Within five days of taking the NYSETELL exam, the parent is informed of entitlement and an orientation meeting is scheduled to review the program choices. Parents are given resources in their native language and watch a video explaining the three different programs offered by the Department of Education. Interpretation services will be available to assist parents and to answer any questions parents have regarding program choices. Parents must make a program selection within five school calendar days of the orientation. If parents do not return the program selection form within five school calendar days, then the child is placed in ENL.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Following the orientation meeting with parents, Parent Surveys and Program Selection forms will be available for parents to complete if they choose so before leaving the meeting. If parents would like additional time to make a decision then we will set up a follow up appointment for parents to return the forms within five school days of the orientation. We will explain to parents that if the forms are not returned within the five days students will be placed in the default program that the school offers.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Outreach will be made by the Language Access Coordinator to parents to ensure that the Parent Survey and Program Selection forms are returned. Principal will also outreach to parents if necessary to ensure that forms are completed and returned within five days of the orientation. Correspondence will be made in the parents' preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement Notification Letters will be distributed to parents in person at arrival or dismissal.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All original student specific documentation is placed in the child's cumulative file that is secured in a locked cabinet in the main office. The following items will be kept in a single binder in the main office: notification letters, agendas of parent orientation meetings, parent meetings, Title III plan, and other ELL related documents. Our Language Access Coordinator and well as Administration will have access to all documentation secured in the main office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The Language Access Coordinator will work in collaboration with the Testing Coordinator to ensure that all testing materials are ordered and ready for administration. The RLER report in ATS will be used to identify eligible students. There will be a make up schedule created to achieve 100% participation.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Each year, the Language Access Coordinator along with the Testing Coordinator will review NYSESLAT data to determine eligibility status for each ELL student. Parents will be notified in their preferred language of entitlement status.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
11X483 is a new school opened on 9/9/15. We have no previous data.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Once students are given the NYSITELL exam and are identified as ENL students, then based on their level, instruction will be provided which will include a push-in model for intergrated and standalone ENL instruction. Since we only have one grade level this year, students will be grouped within the same grade level and classroom based on proficiency level.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
All ENL students will receive 100% of their ENL/ELA instructional time based upon state mandates and individual student NYSESLAT and LAB-R scores. Once a students reaches the proficient level, the student will continue to receive service (.5) for two years.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Language development will be a focus for all students. Each ELA Unit of Study will include language specific standards. The SIOP Model will be utilized to foster language development. Additionally, all classrooms will be print rich and students will be explicitly taught to interact with one another through questioning and using academic vocabulary.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We will administer the ELE for students who have Spanish as a home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Through teacher made and periodic assessments all Ells will be appropriately evaluated in the listening, writing, speaking and reading modalities. Teacher created rubrics will be used to measure the progress students are making in all four modalities.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status11X483 is a brand new school that opened on 9/9/15 with grade K only. As such, we do not expect having anytime soon the following ELL Subgroups; SIFE, Developing and Long Term. For our Newcomer ELL's language and vocabulary development will be supported with visuals. Opportunities for listening, speaking, reading, and writing will be embedded into the curriculum. Small group instruction will support our ELL students. When necessary tier II and tier III interventions will be utilized. Former ELL students will be given the required 90 minutes of ENL services per week and the appropriate testing accomodations needed. Accomodations can include extended time. separate location, re-reading, bilingual dictionaries, etc.. based on need.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
Not applicable . 11X483 only has grade K.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Visual supports will be utilized during whole class instruction. Small group work will be differentiated to meet the individual needs of all students including ELL-SWDs. Teachers of ELL-SWDs will utilize the SIOP Model, explicit instruction, modeling and strategic, scaffolded activities to accelerate English language development.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Chart ELL-SWDs will have IEP goals monitored for progress. The ESL teacher and Special education teacher will work to support the language development of the students in the least restrictive environment.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

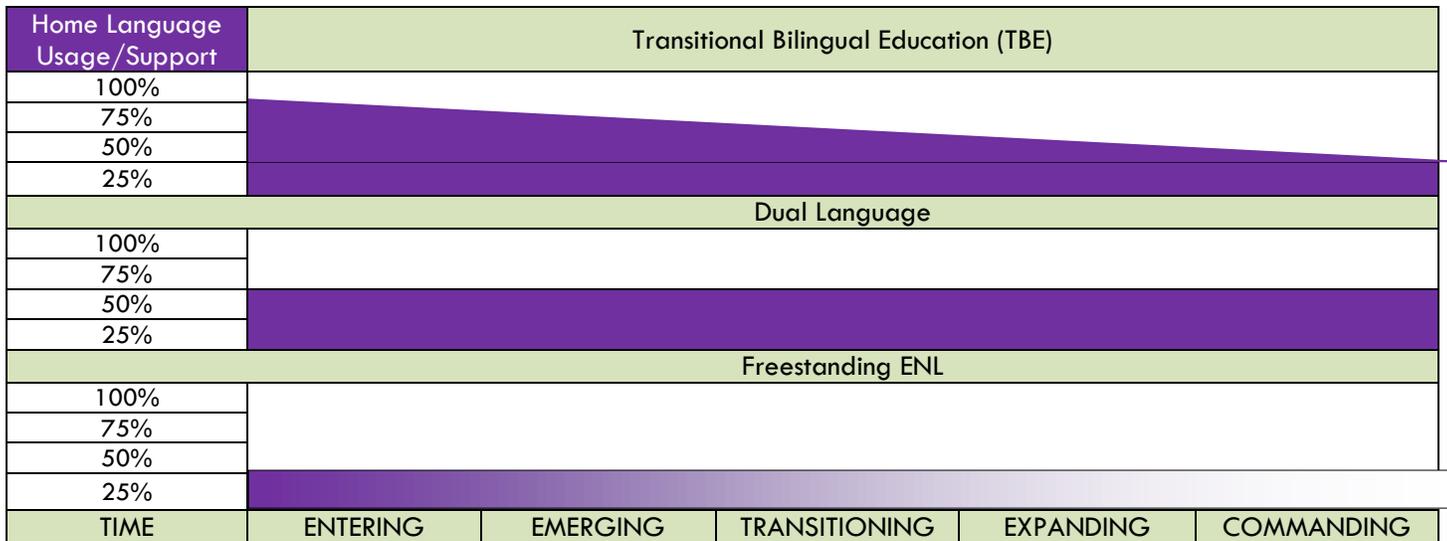


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Interventions include small group instruction in ELA and Math. Double Dose Foundations and Go Math! Tier II and Tier III interventions will be utilized within the classroom. Specific programs including computer based technology such as Waterford, Award Reading, and Think Central will be considered to provide targeted intervention in ELA and Math. Programs will be provided in home students' home language whenever possible. Currently we do not have any identifies ELL students, but as we grow as a school we will consider programs in each childs' native language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11X483 is a new school opened on 9/9/15 with no existing programs at this time.
12. What new programs or improvements will be considered for the upcoming school year?
N/A
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All school programs are afforded to all students at P.S. 483.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Our instructional materials include ReadyGen Materials, Foundations, and Go Math! Supplemental technology includes a-z readers, ABC mouse, and think central. Additional computer applications will be utilized as needed.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
At this time we have no identified ELL students. As we grow as a school students will be supported in their home language development by using computer based programs where instruction is delivered in their home language as well as English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Scaffolds and supports will be utilized to ensure that all ELL students are taught appropriate age and grade level skills.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
During the registration process the parent will be welcomed by the Welcome Committee consisting of the school secretary, laguage access coordinator, and principal. Parents of ELL students will be given all welcome documentation in their home language of choice. Parents will be given important interpretation information so that they can communicate with school staff. Parents will be invited to an open house and school tour where interpretation services are available.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Since we are a new, small school, all staff members will engage in professional development with a focus on language development. Teachers will also engage in SLOP training that will support the development of language objectives for each lesson and how to assess and monitor language development skills.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Staff will have an opportunity to participate in Field Borough level support and professional development opportunities provided by Office of ELL's to learn how to provide ELL students with the skills and strategies needed to support them in reaching appropriate grade level standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We will support our staff in learning how to provide appropriate strategies to prepare our ELL students to meet the challenges of transitioning to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our professional development will focus on language acquisition, as well as, best practices for integrating language and content instruction for English Language Learners. Our school wide instructional focus includes building questioning and discussion skills so that all students can engage in meaningful conversations. Professional development and teacher observation feedback will focus on strengthening question and discussion techniques.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

During weekly parental engagement time parents and teachers will schedule individual conferences as needed to discuss student progress. Interpretation services will be provided as needed either through the automated services provided through the Department of Education or by school staff.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

All meetings will include a sign-in sheet. The Language Access coordinator will maintain a log of communication. Translation services will be available for parents in their preferred language through bilingual staff and the translation unit when necessary.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents are encouraged to participate in their child's education. We are committed to providing a welcoming environment for all parents. Translation and Interpretation services will be offered at all meeting and parent functions. Parents are also invited to bring family members or friends who can interpret information being presented at meetings if they feel more comfortable bringing someone they know who can translate. Parent Surveys will assist us in determining the needs of our families. Surveys will be administered in preferred languages. Events such as PTA Meetings, Concerts, Workshops, and Events will be announced in parents preferred languages and interpretation services will be provided when necessary. Our school does not currently have a Parent Coordinator, however, a family worker will assist with outreach to all parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Currently our partnerships are not specific to ELL parents but open to everyone. As we grow as a school we will seek additional partnerships to support our ELL parents.

5. How do you evaluate the needs of the parents?

Since we do not have a Parent Coordinator, we have assigned a Family Worker to work closely with our parents to identify needs and concerns. Outreach is made to ELL parents to identify specific supports they may need. Translations and communication is provided to all parents in their preferred language. Parent Surveys and monthly feedback sessions will help us to evaluate the needs of our families.

6. How do your parental involvement activities address the needs of the parents?

Parental involvement activities were created as a result of needs assessment surveys that were conducted during the registration process. All surveys are translated in preferred languages so that all parents can respond. We continue to communicate with families and provide opportunities for parents to express their needs so that we can support them. Existing parental involvement activities are evaluated to determine effectiveness in meeting parents needs. Our Family Worker works closely with parents and serves as a liaison for families, since we do not have a parent coordinator.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

As a small, new school that has opened 9/9/15 with two Kindergarten classes, we have limited staff and resources. Presently we have no identified ELL students, but as we grow we will continue to seek best practices in providing the most effective instruction to meet the needs of our ENL learners.

Part VI: LAP Assurances

School Name: **The Matilda Avenue School**

School DBN: **11X483**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Cioffi	Principal		10/26/15
N/A	Assistant Principal		10/26/15
N/A	Parent Coordinator		
Alexandria Fittipaldi	ENL/Bilingual Teacher		10/26/15
Jose Avel Ramirez	Parent		10/26/15
Jennifer McNickle	Teacher/Subject Area		10/26/15
	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
N/A	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 11X483 **School Name: The Matilda Avenue School**
Superintendent: M Ross-Porter

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Upon registration parents complete the Home Language Identification Survey (HLIS) and indicate which language is spoken in the home. Parents also indicate in which language they would like to receive communications from the school. Students home language is entered into ATS. A list of families that speak languages other than English is kept on file in the main office as well as their communication language preferences. Parents also complete a school generated needs assessment survey that asks parents to identify the language in which they prefer to receive written and oral information.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Presently the only language other than English that parents have expressed a preference in receiving written and oral communication in is Spanish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

- Parent Handbook and School Calendar of Events for the year-September
- Lunch Forms, Emergency Cards-September
- Back to School Night Flyer & Curriculum Highlights-September
- After-School Information-September
- Code of Discipline-September
- Student Led Conference Flyer-Nov, March
- Report Cards-Nov, March, June
- Progress Reports-Oct,Jan, May
- Monthly Class Newsletter

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

- Back to School Night-Curriculum Overview-September
- Student Led Conferences-Nov & March
- Monthly PTA Meetings
- Coffee Friday-Monthly
- Kindergarten Events-Monthly
- Winter Concert-December
- Spring Concert-May
- Moving Up Ceremony-June

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We will utilize already translated versions of common documents on the Department of Education Website when applicable. Staff members and parent volunteers will translate documents. We will also utilize the Department of Education's Translation and Interpretation Unit to translate letters into home languages when staff is unable to provide translations.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

For student led conferences translators will be present and available to work with teachers when conferencing with non-English speaking parents. School staff and parent volunteers may provide these services, as well as interpreters provided by the Department of Education. In addition our school uses an automated school messenger system that automatically translates phone messages for parents in the home language that is indicated in ATS.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff will be informed of how to use all translation and interpretation resources offered through the Department of Education including resources found in the Language Access Kit. Staff will be given the T&I Brochure at the beginning of September to assist them in finding the appropriate resources to assist them in communicating with families that speak languages other than English.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

During the registration process when parents are identified as non-English speaking, they will be informed of the resources available to help them communicate with school staff. Information regarding translation and interpretation services will be posted at the main entrance security desk and in the main office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

As part of our on-going efforts to ensure that all parents are well informed of their child's progress and ways to support student achievement, parent surveys will be conducted throughout the year to evaluate

our communication efforts. We want all families to feel welcomed in our school and to take an active role in their child's education. Surveys will be conducted in Nov, Jan, March and June. Surveys will be conducted in families home language.